Real-time Student Assessment:

A Shared Continuous Commitment to Students' Equitable Achievement of High-quality Learning Outcomes

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How well do your students…

Integrate

Transfer

Analyze

(Re)Apply

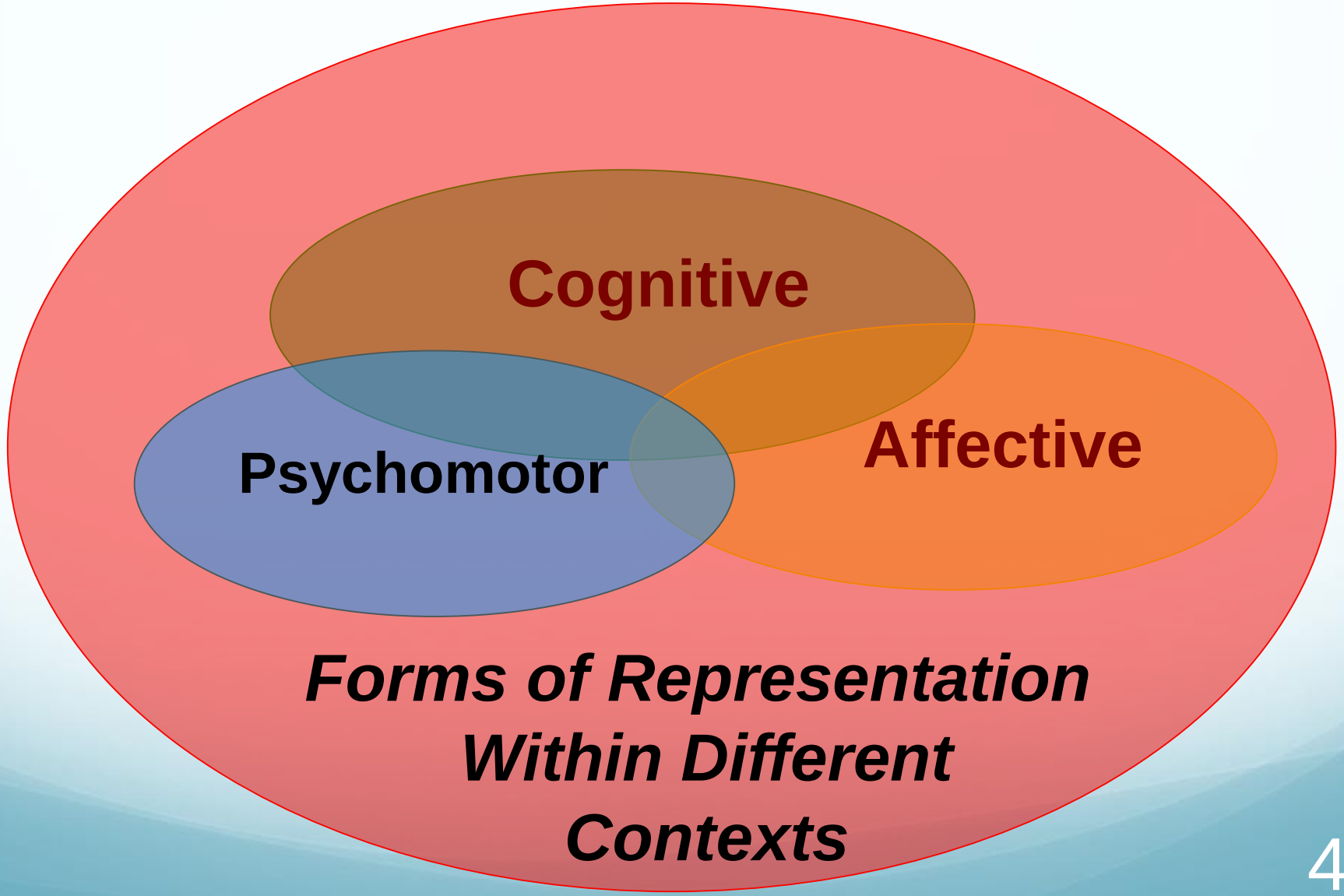
Re-use

Synthesize

Restructure previous incorrect learning…

- Within a course or module or learning experience?
- Along the chronology of their studies and educational experiences?
- From one subject or topic or focus or context to another one, such as from an exercise, to a case study, to another course, to an internship?

Integrated and Enduring Learning



Real-time Student Assessment

Educators and currently enrolled students **continuously gauge** students' equitable **progress** toward achieving a high-quality degree, identifying and addressing barriers or challenges as students progress in their studies from point of matriculation, transfer or re-entry to point of graduation.

This inclusive commitment is carried out by Communities of Practice (COPs), composed of representatives from the institution's network of experts who nimbly identify and address patterns of underperformance in student work when they occur and as they persist along students' education pathways.

Together, constituencies build a learning organization--one that develops adaptive approaches to improve and meet the needs of currently enrolled students' learning along their education pathways through knowledge sharing. (Refer to Handout)

Why Real-time Student Assessment?

1. The National Picture

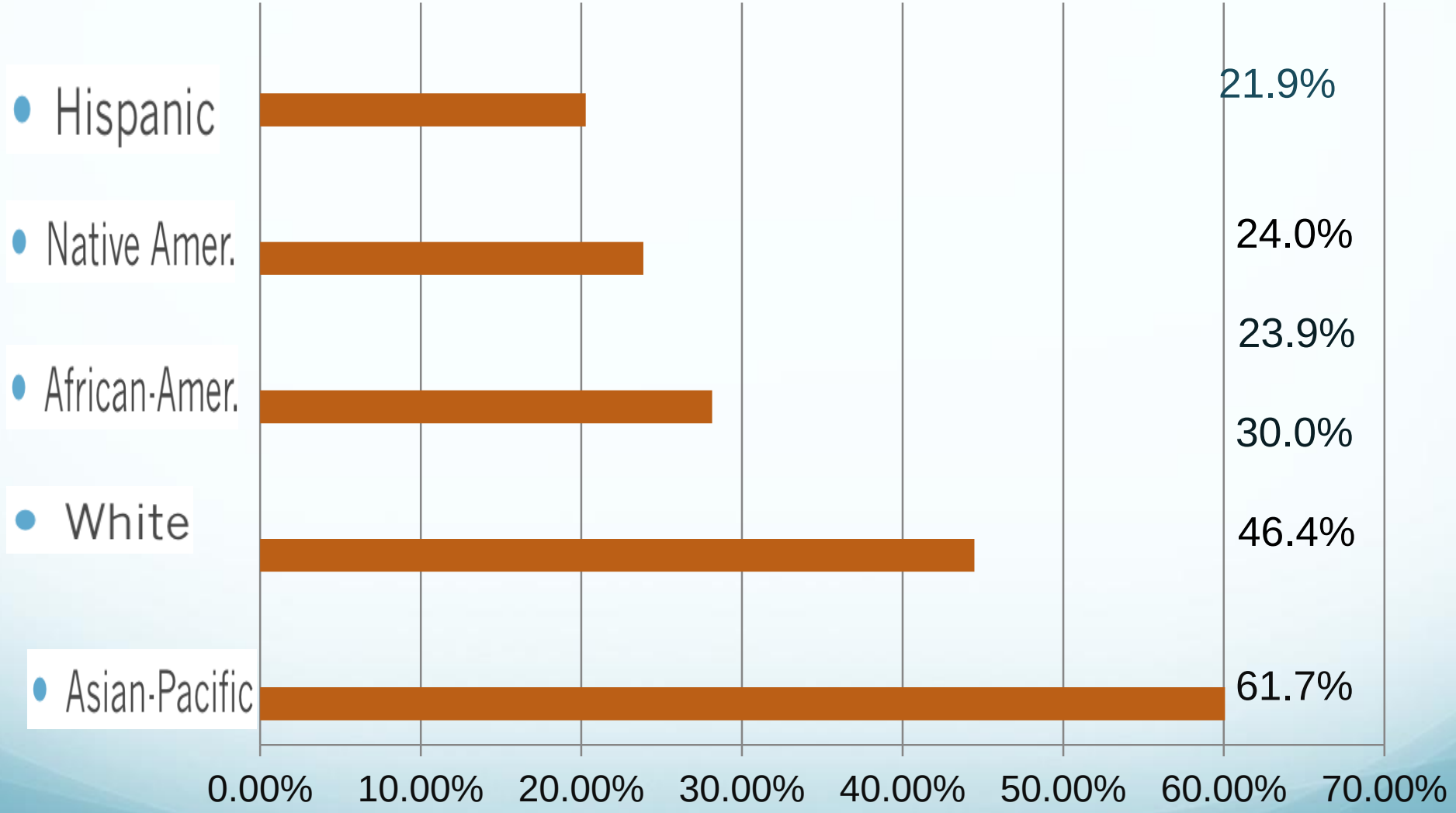
- Continuing diversification of our student demographics (representative of our democracy),representing broad ranges of academic preparation and readiness and personal needs

Projections Of High School Graduates	Amer. Indian/Alaska Native	Asian/Pacific Islander	Black Non-Hispanic	Hispanic	White Non-Hispanic
2005-06	184,201	699,757	2,441,828	2,517,313	8,872,046
2024-25	205,657	1,140,483	2,426,542	4,248,975	7,389,783

Source: Western Interstate Commission on Higher Education. 2012.*Knocking at the College Door: Projections of High School Graduates.*

- Persistent gaps in achievement and degree completion rates between historically represented and historically underrepresented students

2017 Degree Attainment Rates for U.S. Residents Ages 25-64 by Population Group



U.S. Census Bureau American Community Survey, Released in 2018

- National Needs

The nation's dependence on an educated citizenry from across our student demographics to ensure our prosperity, long-term growth, and attentiveness to our democratic values.

"Among working age Americans the national rate of educational attainment beyond high school is 46.9%" (*A Stronger Nation,* 2018*).*

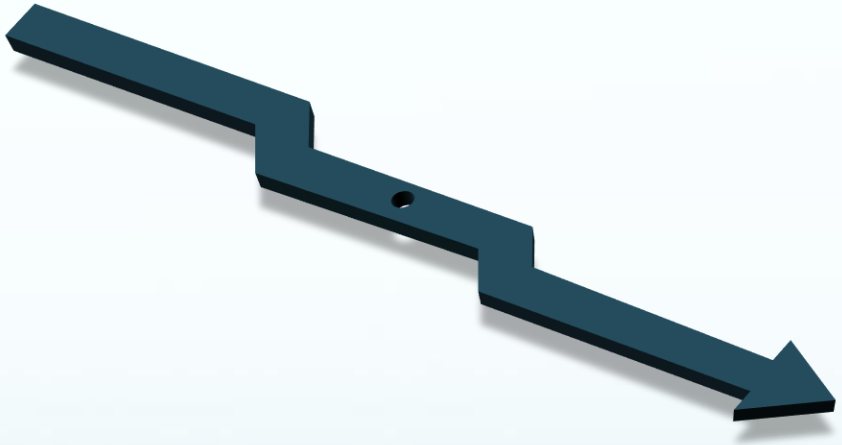
Projections of Workforce Needs Requiring a Degree

"By 2018, the postsecondary system will have produced 3 million fewer college graduates than demanded by the labor." To meet projected employment needs, Carnevale, Smith, and Strohl project that "our colleges and universities will need to increase the number of degrees they confer by 10 percent annually" (2014. p. 16).

- High demands for associate- and bachelor-degreed students with relevant 21st-Century skills to address evolving needs of the workplace and challenges of globalization

Employers' Focus on Quality Achievement in Graduates

Quality: What Does Quality Achievement Look Like in Student Work?



2. The Current State of Assessment

"Assessment is certainly being conducted, evidence is being generated, and reports are being written and filed. But translating that work, and the significant energy and resources it requires, into real improvements for learners continues to be a challenge."

Hutchings, et als. 2012. "AAHE Principles of Good Practice: Aging Nicely." NILOA Resources.http://www.learningoutcomeassessment.org/PrinciplesofAssessment.htm

“Although more assessment evidence is available on campuses than ever before, information is not as widely shared as it should be and using it to guide institutional actions toward improving student outcomes is not nearly as pervasive as it could be.”

Kuh, et als. 2015, 122.

Some Major Findings of NILOA's 2017 3rd Nationwide Survey of Provosts' Views of Assessing Student Learning:

- Using assessment to support achievement of equity goals was uncommon.
- Documenting improvements in student learning and quality of teaching and learning falls short.
- Too few provosts had examples of whether changes (based on assessment results) had the intended effects.

NILOA. 2018*. Assessment that Matters*: *Trending toward Practices That Document Authentic Student Learning*

2016 Gallup Poll of 654 CAOs and 1,671Faculty Reported by *IHE* in 2017

Attitudes on Assessment

Statement	% Private Provosts Agree	% Public Provosts Agree	% Community College Provosts Agree	% Faculty Agree
Assessment has improved the quality of teaching and learning.	56%	46%	50%	27%
Assessment is more about keeping accreditors and politicians happy than it is about teaching and learning.	20%	35%	37%	65%

Provosts' Views of Where Institutions Are "Very Effective"

Area	Private	All Public	Community Colleges
Identifying and assessing student outcomes	32%	29%	31%
Using data to aid and inform decision making	20%	31%	30%

Doubts on Data-Driven Assessment

Statement	% Faculty Members Who Agree/Strongly Agree
Assessment efforts seem primarily focused on satisfying outside groups.	65%
Faculty members play meaningful role in planning assessment.	37%
My college has meaningful discussion on how to use assessment data.	35%
These assessments have improved quality of teaching and learning at my college.	27%

Some Major Sources of Faculty Frustrations

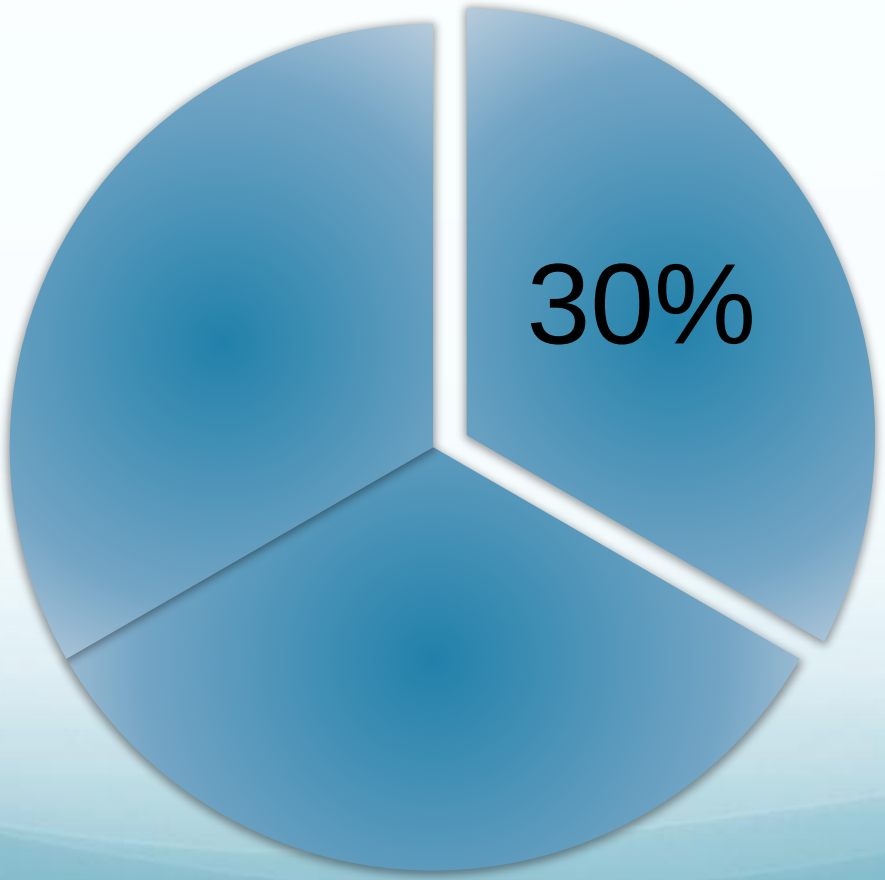
- Lack of time, resources, rewards
- Lack of meaningful role in determining what to assess
- Fear of standardization that ignores disciplines and institutional missions
- **Conviction that they already do assessment**

Jaschik, March, 2017

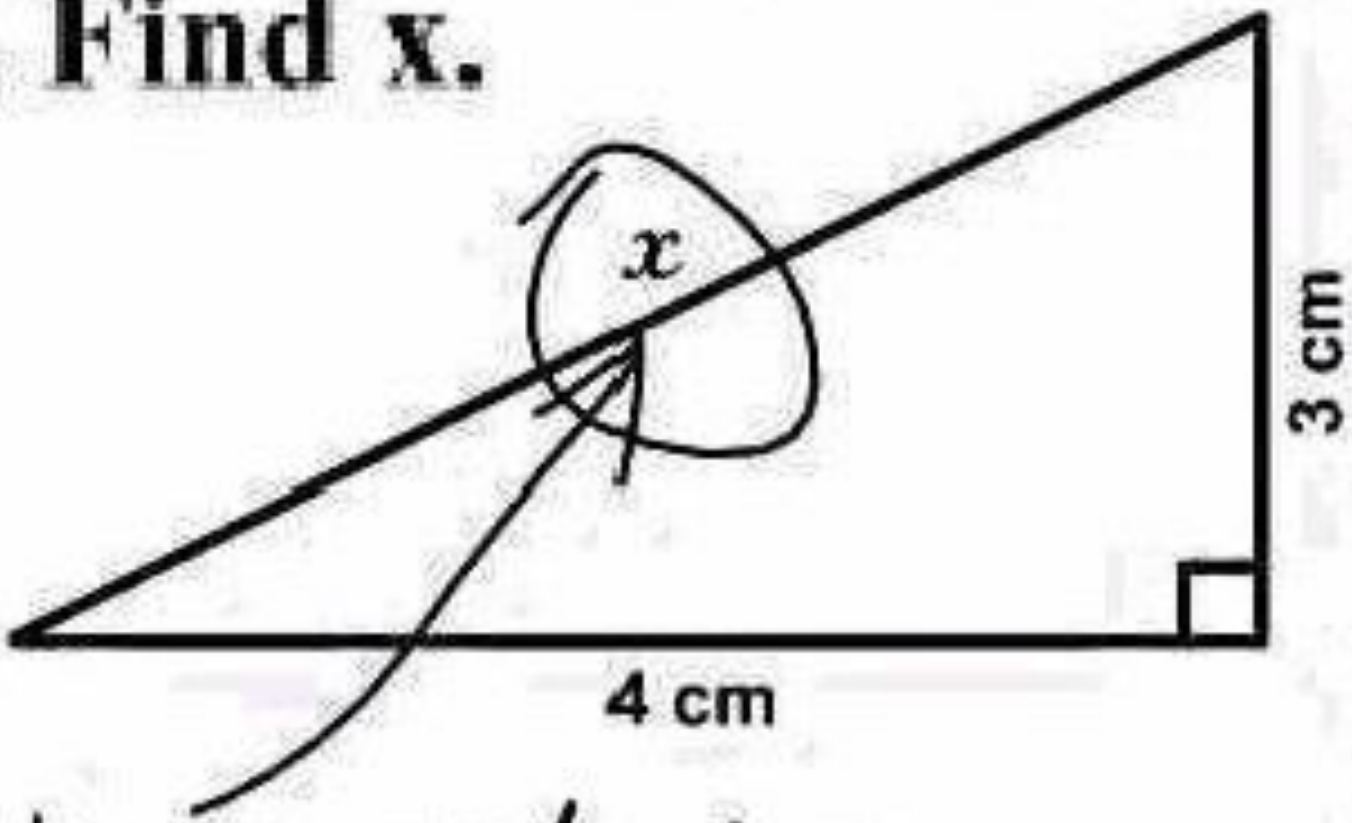
3. Learning Obstacles or Barriers along Students' Education Pathways at the Undergraduate and Graduate Levels

Such as well documented persistent patterns of underperformance in higher order thinking, quantitative reasoning, writing (Wabash Study, Arum and Roksa, Multi State Collaborative).

Percent Students Forget When They Log off or Leave Your Learning Experience



3. Find x.



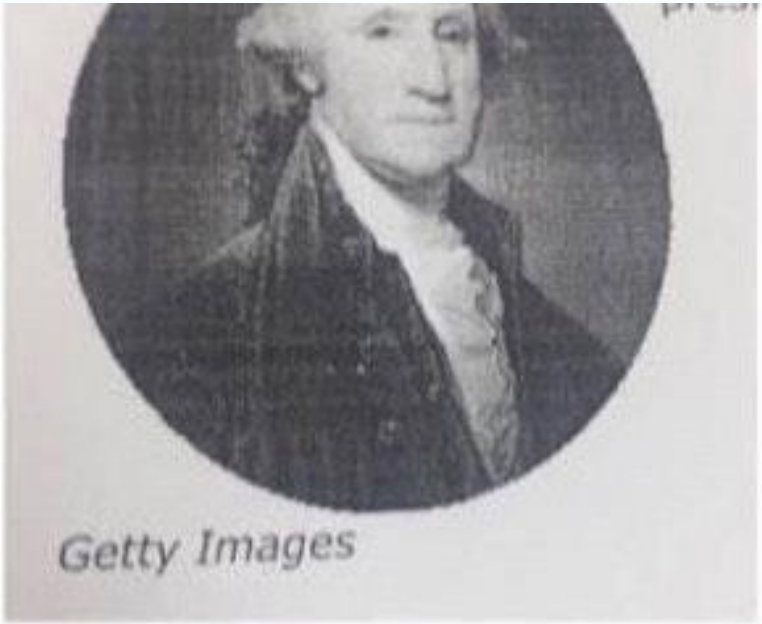
Here it is

Johanna works in an office. Her computer is a stand-alone system. What is a stand-alone computer system?

It doesn't come with a chair.

What did Mahatma Gandhi and Genghis Khan have in common?

Unusual names



ReadWorks

5. A) Who was America's first president?

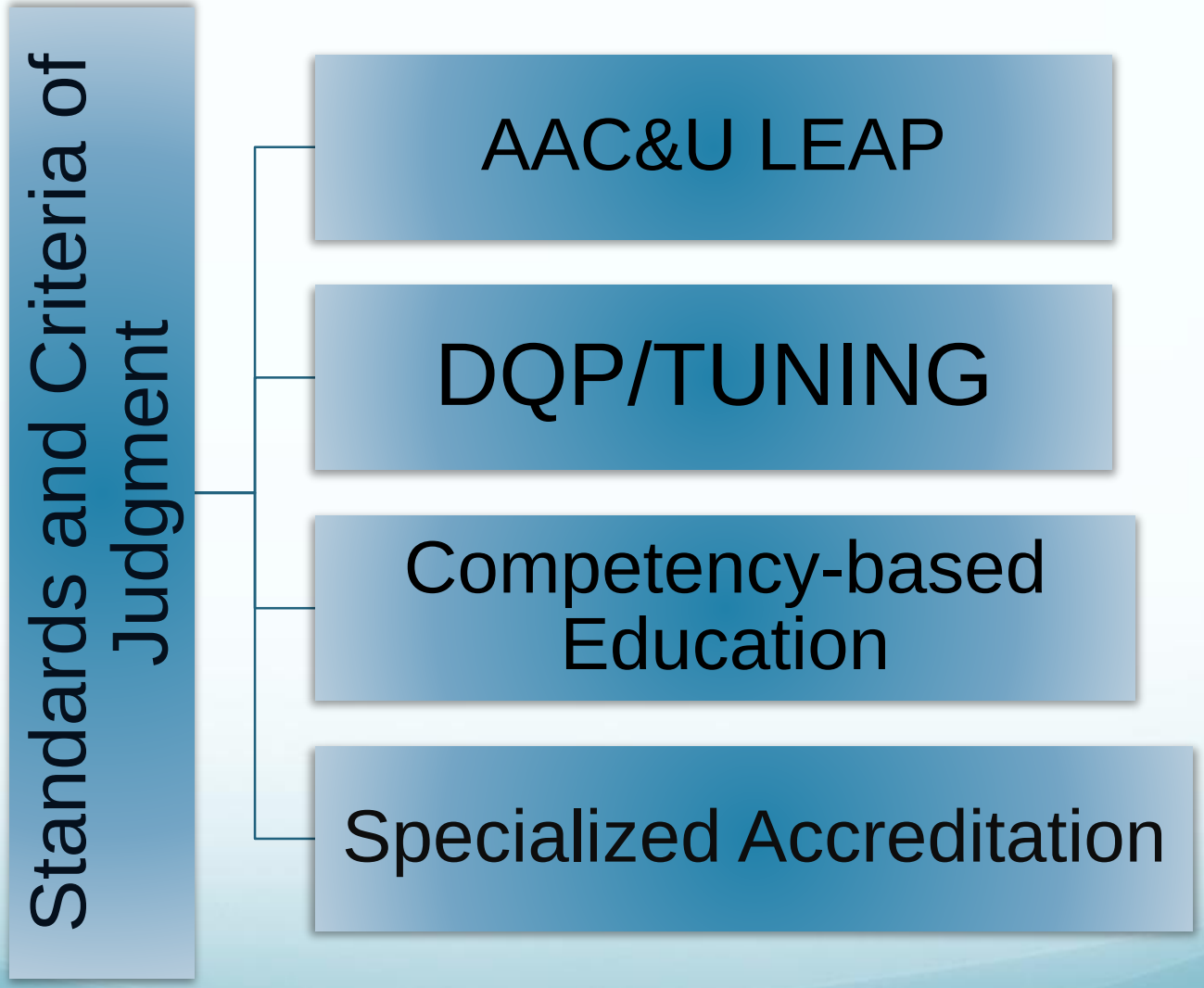
America's first president was Getty Images

Developments across Higher Education:

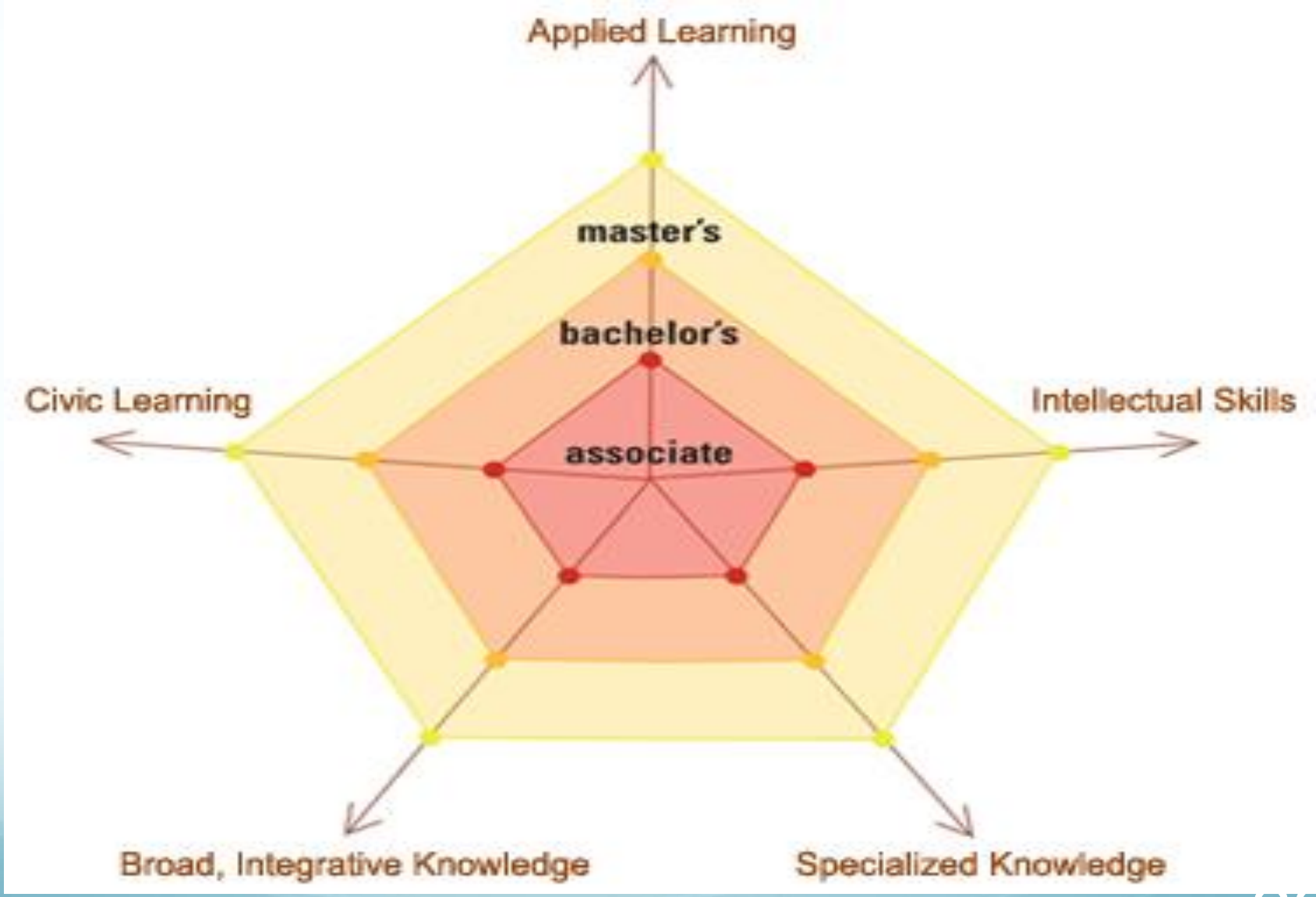
(a) Outcomes-based Frameworks and Aligned Standards and Criteria of Judgment

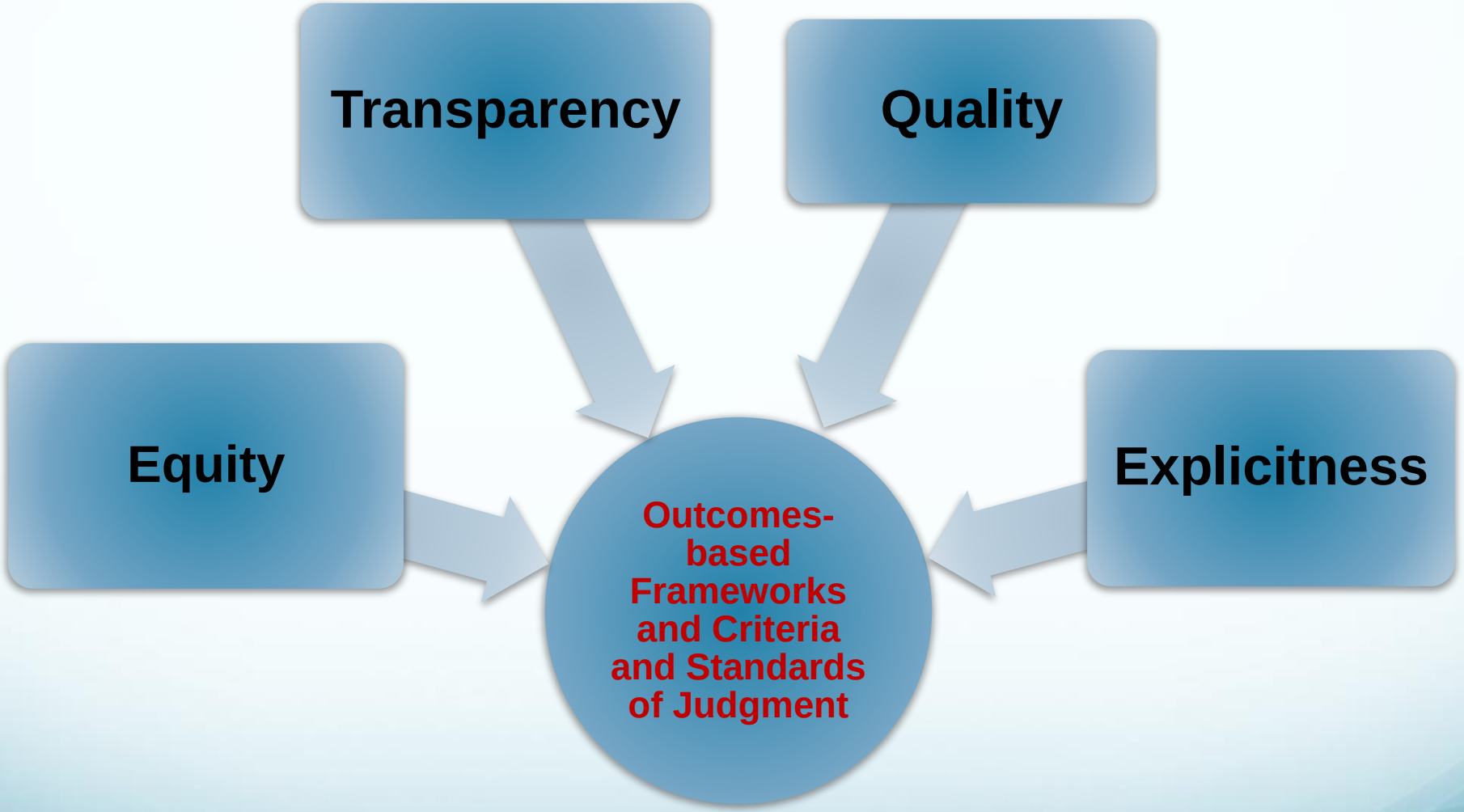
(b) Education Technology

(a) 21st-Century National Outcomes-Based Frameworks



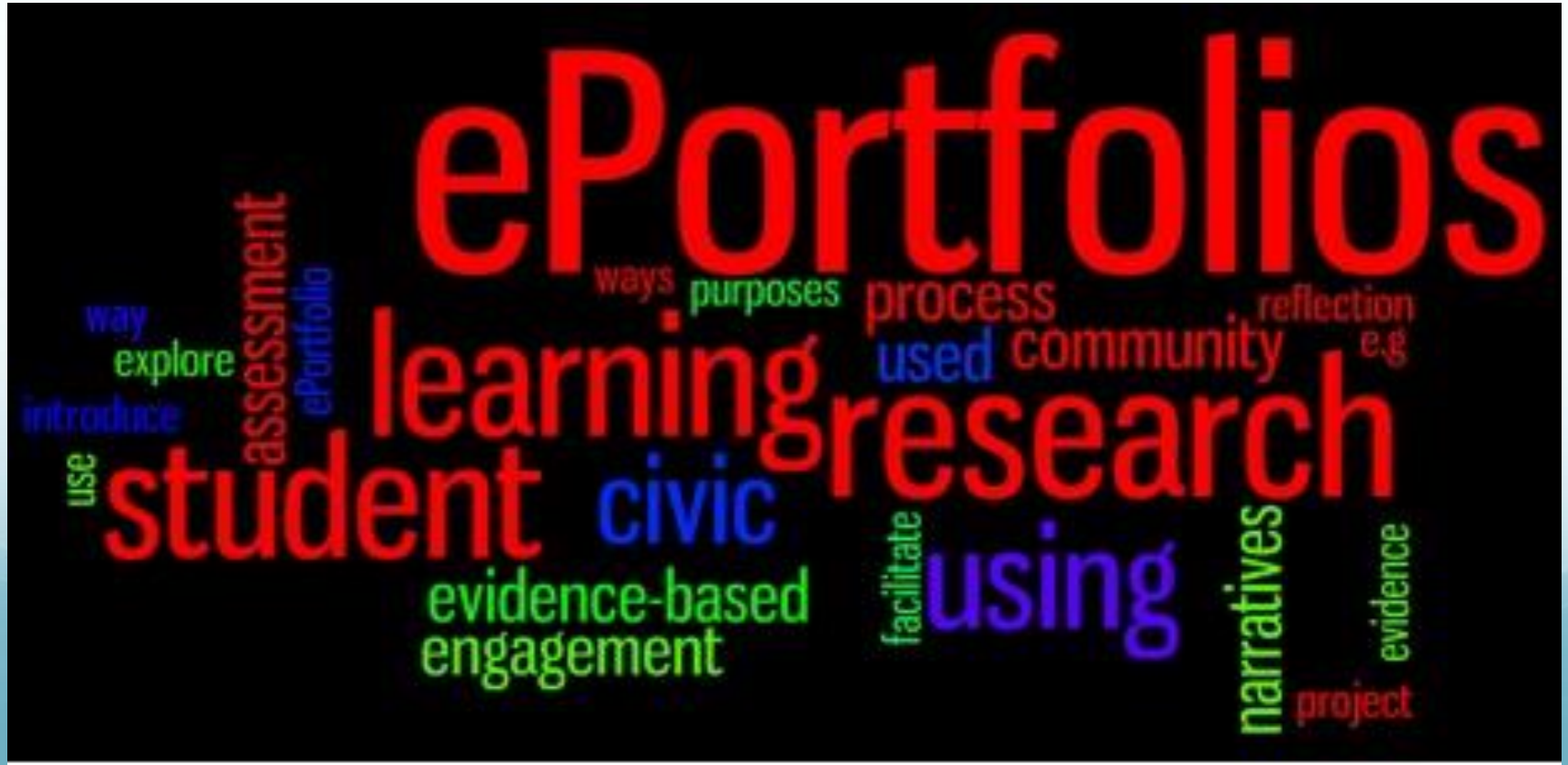
Degree Qualifications Profile



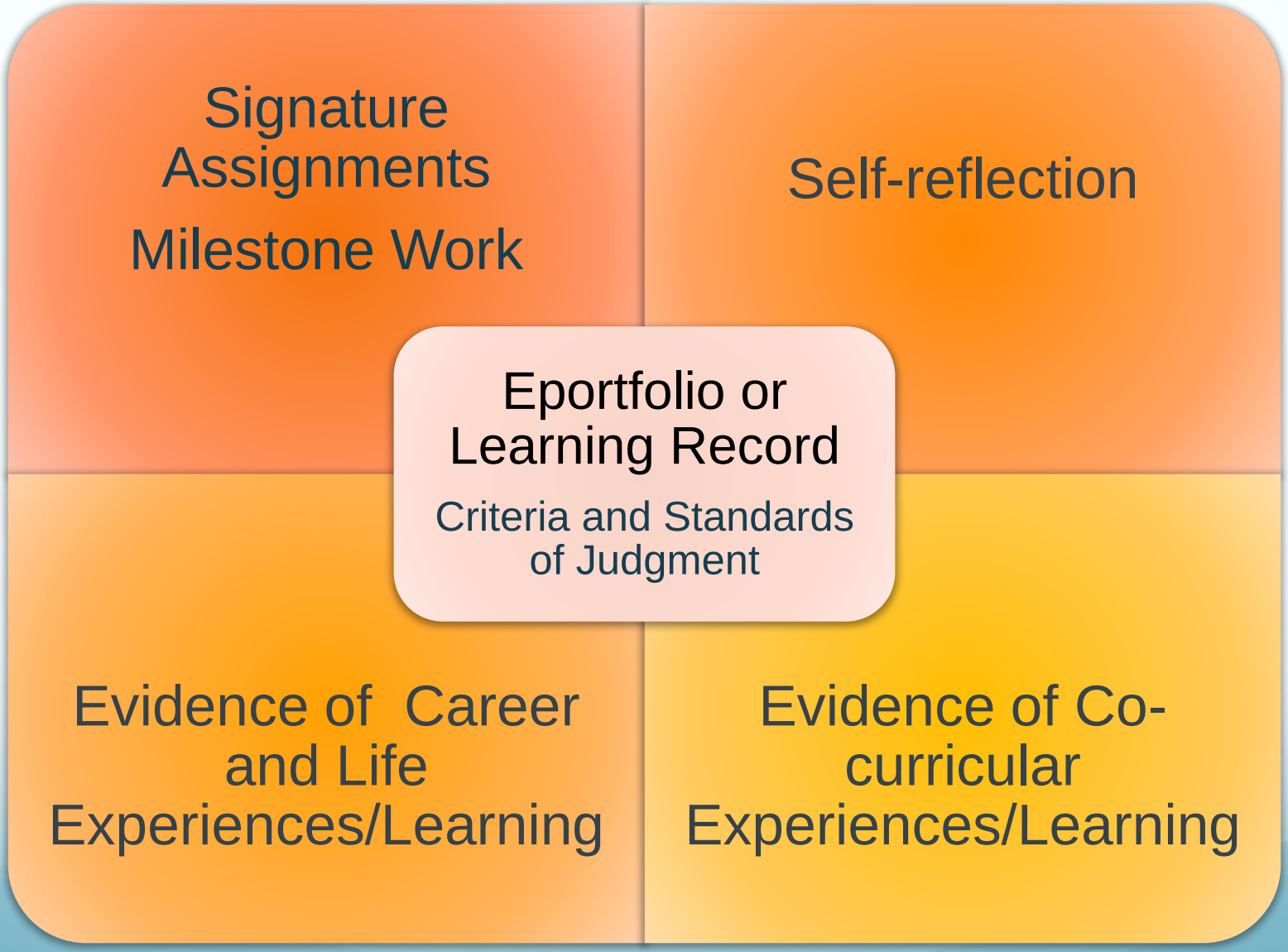

Transparency
Quality
Equity
Explicitness
Outcomes-based Frameworks and Criteria and Standards of Judgment

(b) Ed Technology That Provides On-time Access to and Visual Representation of Students' Learning

- ePortfolio: A Real-time Record of Student Achievement

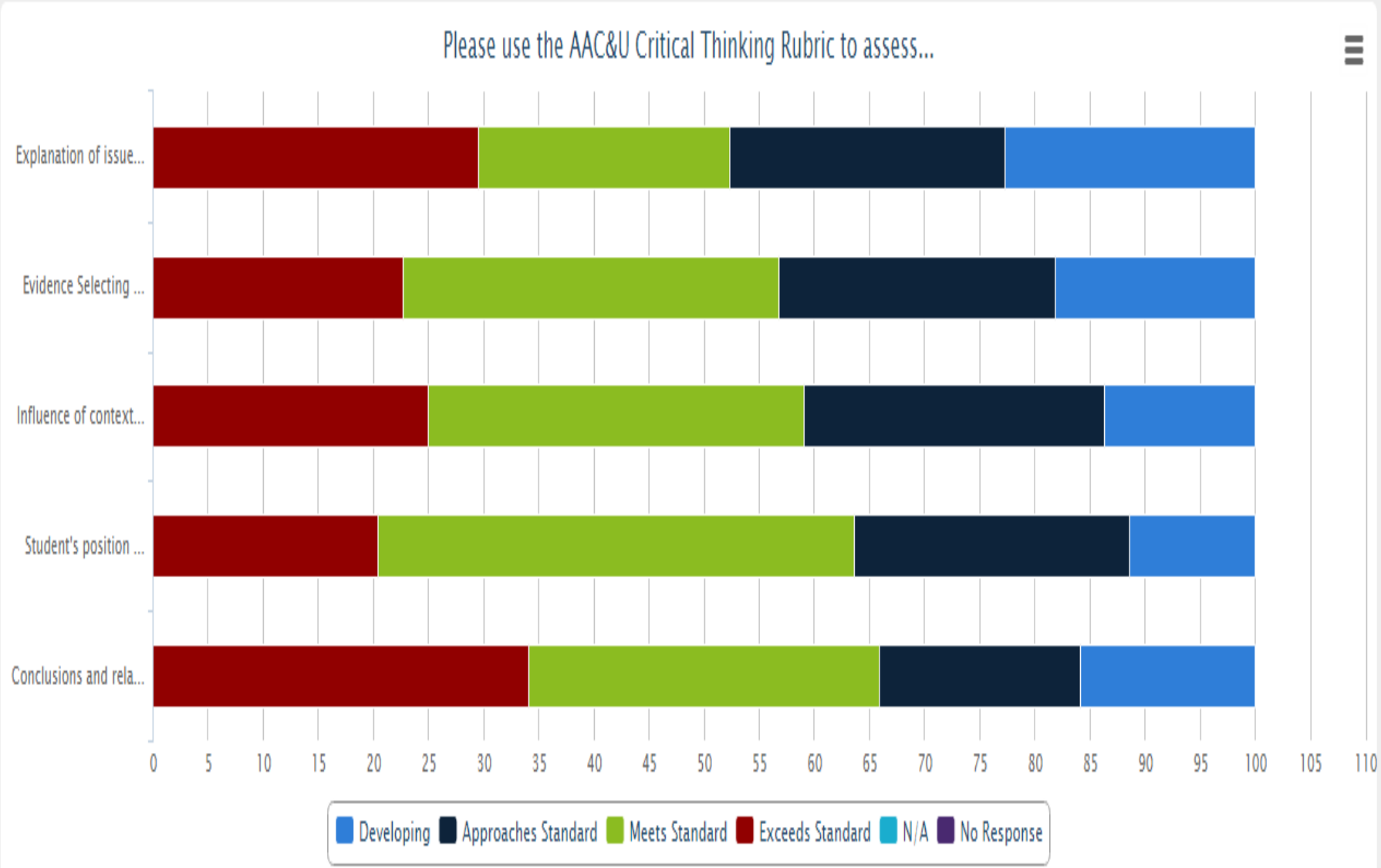


What the Future May Hold……



Please use the AAC&U Critical Thinking Rubric to assess this task.

Please use the AAC&U Critical Thinking Rubric to assess this task.	# Developing	% Developing	# Approaches Standard	% Approaches Standard	# Meets Standard	% Meets Standard	# Exceeds Standard	% Exceeds Standard
Explanation of issues	10	22.73%	11	25%	10	22.73%	13	29.55%
Evidence *Selecting and using information to investigate a point of view or conclusion*	8	18.18%	11	25%	15	34.09%	10	22.73%
Influence of context and assumptions	6	13.64%	12	27.27%	15	34.09%	11	25%
Student's position (perspective, thesis/hypothesis)	5	11.36%	11	25%	19	43.18%	9	20.45%
Conclusions and related outcomes (implications and consequences)	7	15.91%	8	18.18%	14	31.82%	15	34.09%
Total/Percentage	36	16.36%	53	24.09%	73	33.18%	58	26.36%


Please use the AAC&U Critical Thinking Rubric to assess...
Explanation of issue...
Evidence Selecting ...
Influence of context...
Student's position ...
Conclusions and rela...
0
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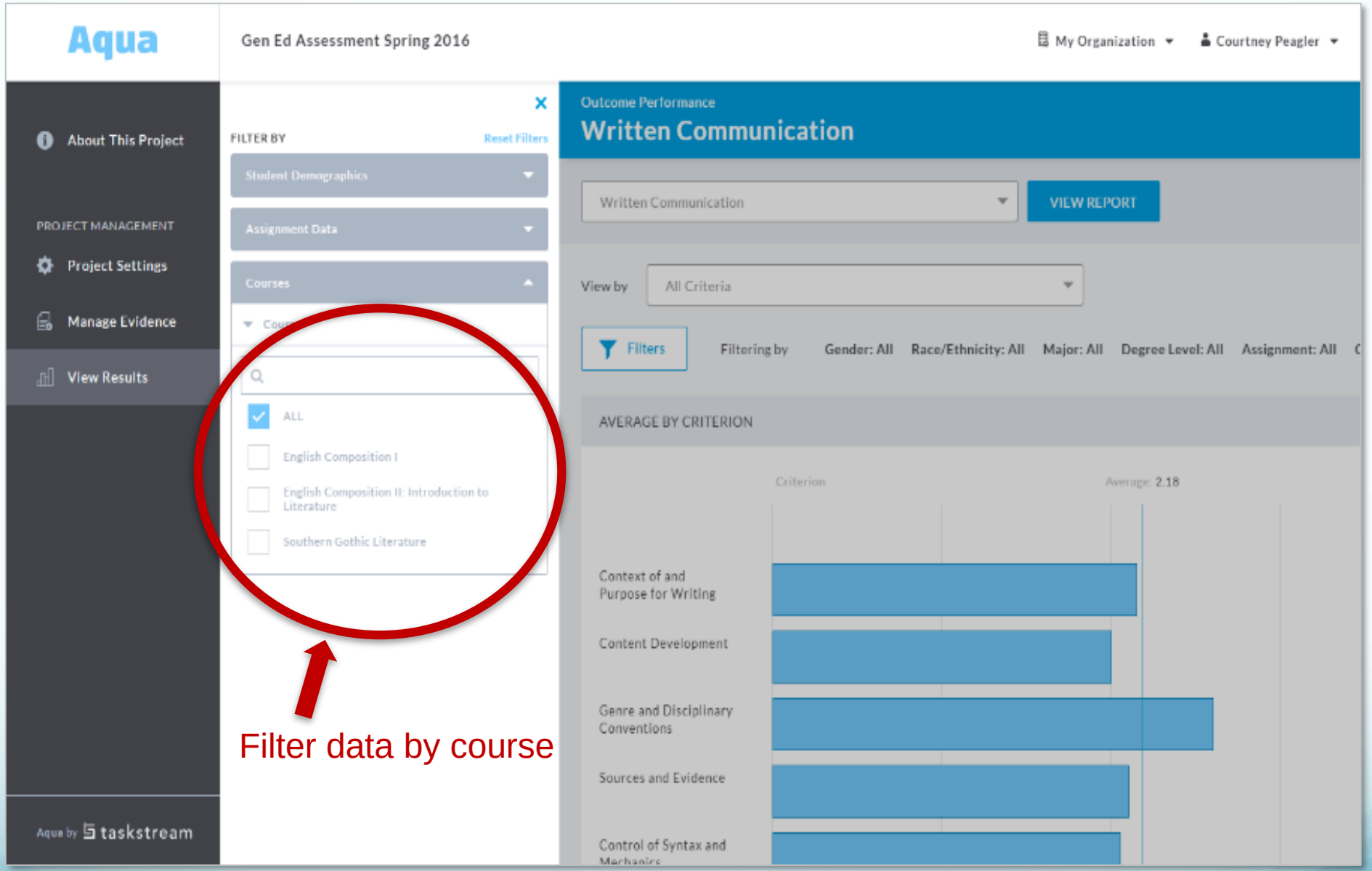
95
100
105
110
Developing
Approaches Standard
Meets Standard
Exceeds Standard
N/A
No Response



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Adaptive Technology Platforms

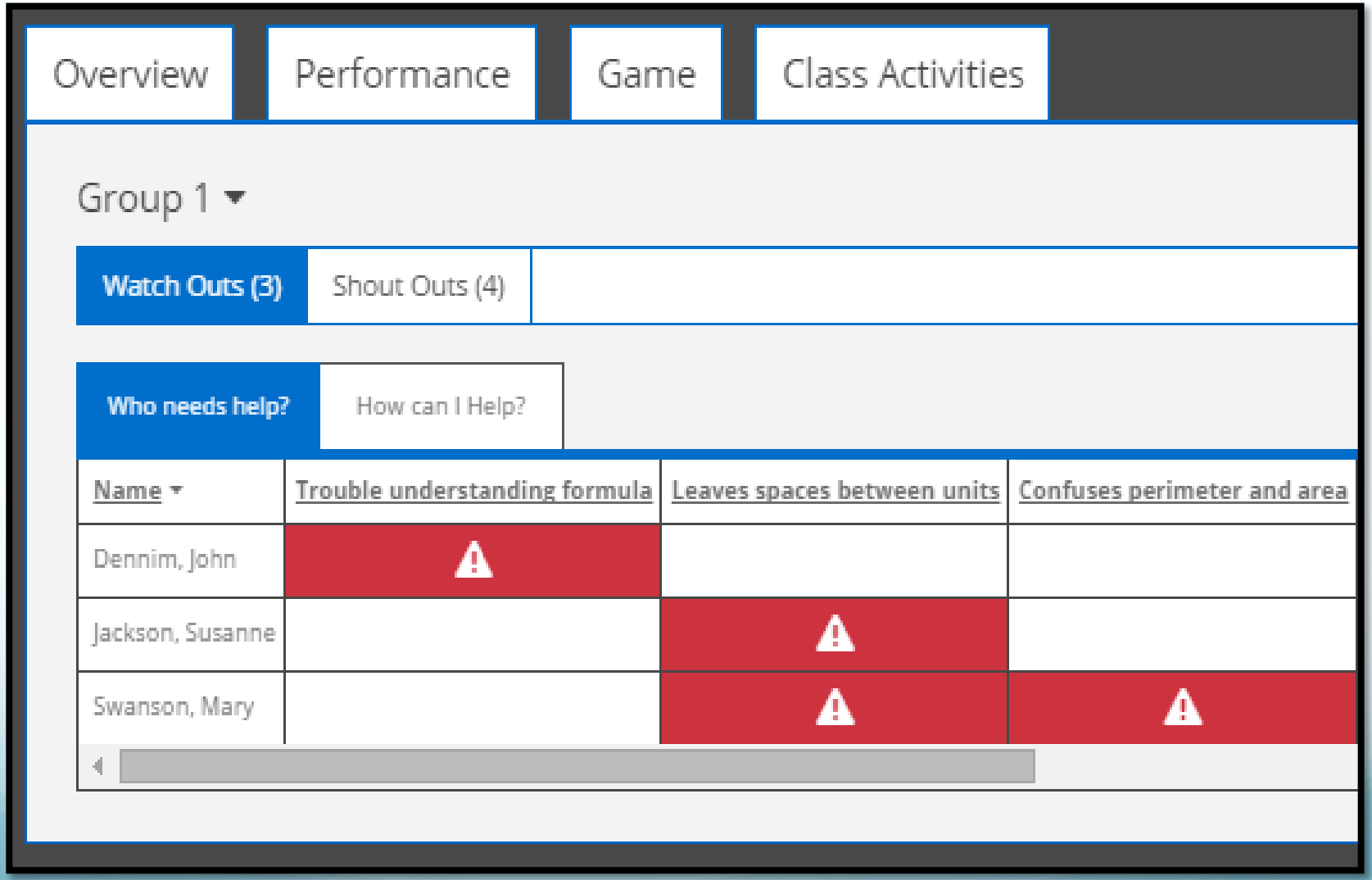
- Integrated into Learning Management Systems (MyMathLab)

- Developed as Independent Programs such as McGraw-Hill's ALEX and LEARNSMART

Data Analytics in Software Programs (Learning and Predictive)

- Help Visualize Trends in Performance for Early Intervention
- Provide Data about Each Student's Progress
- Build in Watch List Alerts that Let Educators Know Which Students Need Extra Attention

Display That Enables Instructor to Identify Students Who Have Achieved a Task and Those Who Need Additional Help



Contributed by Kristen DiCerbo

Dashboards for students Provide Them with Real-time Results

Analytics Tools

- Built into LMS
- Plugins

Ex.: Progress and Course Engagement (PACE) that tracks student progress in a course alerting faculty to the need for intervention

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